School Nurse Competencies & Evaluation

A Guide for Nursing Supervisors and School Administrators

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Introduction

School nurse evaluation is a formal assessment and review of the school nurse's job performance and demonstrates the school nurse meets school nursing standards, ensures nursing competency and promotes professionalism in school nursing practice and helps to ensure students receive health services from qualified and competent school nurses.

School nursing is a specialty of nursing and encompasses a range of nursing responsibilities. Evaluation of school nursing practice promotes safe, high quality, competent care for students and contributes to the delivery of quality school nursing care which promotes student health, safety, and learning.

Evaluation of the school nurse ensures the school district, school health services program, and school nurse receive feedback to support continuous improvement of the school health services program. This resource is provided by the Tennessee Department of Education (TDOE) and contains guidance and resource documents to assist school districts with school nurse performance evaluations. This resource can be used by individual school nurses, school nurse supervisors/administrators and non-nurse administrators.

Qualifications

Neither the Tennessee Department of Health (TDOH) nor the TDOE define the requirements for school nurses in Tennessee. A nurse must be currently licensed as an RN or LPN in Tennessee to practice in this state, including in the school setting. Each public-school nurse employed by a school district shall maintain current certification through a certifying cardiopulmonary resuscitation course to practice in a public-school setting.

School districts may employ nurses with various levels of licensure. It is important that school districts, nonpublic schools, and school health services personnel have a clear understanding of the expectations and limitations of each role.

School districts and nonpublic schools set the minimum qualification for the school nurse position that they find appropriate and acceptable and that does not conflict with the Tennessee Board of Nursing Rules and Regulations. Examples of requirements that a district may choose to include are minimum work experience, organizational and time management skills, and the ability to work independently in accordance with the Rules and Regulations of the Tennessee Board of Nursing.

Evaluation of the School Nurse

School Nursing: Scope and Standards of Practice, 4th Edition, published by the National Association of School Nurses (NASN) and the American Nurses Association (ANA), recommends the school nurse be a registered, professional nurse with at least a baccalaureate degree in nursing from an accredited college or university

and endorses national school nurse certification. It is the position of the NASN that access to a registered professional nurse all day, every day can improve students' health, safety, and educational achievement.

School nurse evaluations ensure competency and promote professionalism in school nursing practice. Goals for professional growth and performance can be identified using nursing standards and competencies and evaluation of the school nurse allows the school nurse to reflect on identified goals and receive feedback from the evaluator.

Evaluation tools should be based on school nursing standards and competencies and school nurses should understand school nursing standards to ensure they are practicing safely and efficiently. It is encouraged that evaluation forms align with the district's school nurse job description, the [Framework for 21st Century School Nursing Practice](#) and [school nursing scope and standards.](#) Using the scope and standards of school nurses can provide the focus for schools and districts as they support, monitor and evaluate their school nurses, and guide school nurses in maintaining the competence and knowledge needed as they move forward in the 21st century.

Rationale

Performance evaluation and review is a quality management process and provides school nurses with recognition for performance, in addition to guidance for improvement, if needed. Evaluation enables school nurses to identify opportunities for growth, including setting goals and recognizing accomplishments. Many school nurses practice autonomously in the educational environment. Competence in nursing practice should include a combination of evaluation by the individual nurse (self-evaluation), nurse peers, and nurse and non-nurse supervisors. Performance evaluation should not be delegated to nonsupervisory staff and should be performed in accordance with local policies and guidelines, job descriptions, and state laws that govern nursing practice.

School nursing clinical competency and professional performance of RNs and LPNs should be evaluated by an experienced RN who is competent in the specialty practice of school nursing, and it is encouraged to be accompanied by self- and peer-evaluation.

Supervision and evaluation should be distinguished between clinical and administrative supervision. Non-nurse supervisors may contribute to the supervision and evaluation of non-nursing skills (e.g., team collaboration, interpersonal skill, etc.). Non-nurse supervisors do not have the qualifications to evaluate clinical nursing competency. The NASN recommends that the school nurse be supervised and evaluated by an RN knowledgeable of school nursing practice and in accordance with the [Framework for 21st Century School Nursing Practice](#) and the American Nurses Association (ANA) and NASN's [School Nursing: Scope and Standards of Practice](#) (National Association of School Nurses, 2018).

Clinical supervision and evaluation require specialized, professional knowledge and skills related to the practice of school nursing and it encourages the development of the school nurse by encouraging the school nurse's practice to align with evidence-based practice and nursing standards, fostering professional growth and development in accordance with national standards and the rules and regulations of the Tennessee Board of Nursing.

Supervision of non-clinical skills (e.g., administrative supervision) may be provided by an RN or by school administrators (e.g., principal or district administrator). Examples of areas of practice that may be appropriately supervised by non-nursing administrators include, but are not limited to, adherence to oral/written communication skills, teamwork, day-to-day nonclinical duties, adherence to school district policy and procedures, state and federal laws, and rules and regulations of the Tennessee Board of Nursing. Input from school administrators regarding non-nursing responsibilities contributes to interprofessional evaluation of the school nurse. Collaborative clinical and administration evaluation is encouraged and may also be helpful in increasing the non-nursing administrator's knowledge and awareness of the role of the school nurse.

The Tennessee Board of Nursing (TBON) is legally and ethically obligated to hold nurses accountable for their competency and behaviors that impact patient/client care. All applicants for licensure, renewal of license, reactivation of license, or reinstatement of license must demonstrate evidence of continued competency in the work setting. Satisfactory employer evaluation and satisfactory peer evaluation are two such ways to demonstrate competency as outlined in the Rules and Regulations of the TBON. The TBON requires all nurses to document evidence of competence in their current practice role. The TBON believes that the individual nurse is responsible for maintaining and demonstrating competence in the practice role whether the recipient of the nursing intervention is the individual, family, community, nursing staff, nursing student body, or others.

Supervision and evaluation of the school nurse promote proficiency, professionalism, and quality improvement initiatives. Evaluation of school nurse practice by a nurse is crucial to promoting safe, high-quality, competent care for all students.

Evaluation Process

Evaluation can serve as a measurement of performance for the school nurse, a foundation for improvement of professional nursing practice, and as a tool in mentoring school nurses. The evaluation tool should be based on the district's school nurse job description, the scope of and standards of school nursing practice and the framework. The evaluation schedule for school nurses typically corresponds to the school district's human resources performance rating schedule.

School Nurse Responsibility

During the school nurse evaluation process, school nurses are encouraged to:

- Know and understand the school nursing scope and standards.
- Understand the district/school's evaluation process.
- Prepare for, and participate in, the evaluation process.
- Gather data and evidence to support performance and goal attainment.
- Develop and implement strategies to improve performance and attain goals in identified areas.

The school nurse should be provided with a copy or instructions on how to access the district's evaluation forms and understand the schedule of the evaluation process. The nurse may rate their own performance at the beginning of the year and self-reflect on their performance throughout the year. It is encouraged that school nurses are evaluated annually prior to the end of the school year and in accordance with school district policy and procedure.

Evaluator Responsibility

During the school nurse evaluation process, evaluators are encouraged to:

- Know and understand the school nursing scope and standards.
- Participate in training of the district/school's evaluation process.
- Ensure that all components of the district/school's evaluation process are conducted.
- Identify the school nurse's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the school nurse evaluation documentation contain accurate information and reflect the school nurse's performance.
- Develop and supervise implementation of corrective action plans, as indicated.

The evaluator and school nurse should discuss the school nurse's performance during the school year, the school nurse's self-assessment, and any evidence submitted for the school nurse's performance. The evaluator should give a rating for each section of the rubric, provide the school nurse with an opportunity to include comments, and review the evaluation with the school nurse.

Self-assessment/Self-evaluation

Performance evaluation should include a self-evaluation process. This process allows the school nurse to self-reflect on their own nursing practice, evaluate their performance and practice and maintain responsibility for their individual growth. Self-evaluation can help with the development of nursing practice and encourages professional development of school nurses, thus improving nursing practice and the

evaluation process. It allows the individual nurse to evaluate their performance against specific standards, goals and objectives.

The self-evaluation should be completed at the beginning of the school year and updated throughout the year. Reflecting on one's own school nursing practice assists with evaluating the school nurse's accomplishments and aides in goal identification and development of clinical skills and school nursing leadership.

A self-evaluation tool that aligns with school nursing standards and competencies allows the school nurse to assess their performance and identify goals that increase professional development and quality of health services provided. The self-evaluation tool should be completed by the school nurse and reviewed by the nurse supervisor.

Evaluation Tools

Evaluation processes and tools should reflect the roles and responsibilities of school nursing practice and include goals for professional growth and development. School districts are responsible and accountable for providing an environment that supports and promotes competent school nursing practice. The NASN recommends that evaluation and performance appraisal tools include:

- Measurable objectives based on job descriptions, scope and standards of practice, competencies, and applicable state laws;
- Input and goal setting by school nurses, school nurse supervisors (if available), and school administrators;
- Evidence-based protocols, state and/or national certification, nursing practice portfolios, and outcomes from continuing education; and
- Performance review at least annually, or sooner if indicated, within a continuous quality improvement context.

Using an evaluation tool that reflects the standards allows nurses to understand the standards, become directly accountable for meeting them and increases the visibility of school nurses.

School Nursing Scope and Standards

The scope and standards of school nursing practice provide a mechanism of accountability of the specialty to the public. The scope is the components of practice a nurse may undertake. It describes the who, what, where, when, how, and why of the specialty practice. The standards are the professional expectations that guide the practice of school nursing. Used as a framework, the scope and standards of school nursing practice describe the core of the specialty. School nursing is a specialty of nursing-encompassing a broad range of nursing responsibilities and settings. The depth in which an individual school nurse engages in the

total scope of school nursing practice depends on the nurse's education, licensure, experience, role, work environment and workload, and the student population served.

The Standards of Professional Performance for School Nursing are statements of the duties that all school nurses are expected to perform competently. School nurses are responsible for their professional actions to themselves, their students, families, and school communities.

Standards of Professional Performance for School Nursing that are directly correlated with school nursing evaluation are outlined below. Non-nurse school administrators can provide input on school nursing standards that have nonclinical components. This might include cultural competency, ethics, communication and collaboration.

Standard 14 Quality of Practice	The school nurse contributes to quality nursing practice.	- Related competencies: - Participates in quality improvement initiatives. - Engages in formal and informal peer review processes. - Collaborates with the interprofessional team to implement improvement plans and interventions. - Incorporates evidence into school nursing practice to improve outcomes.
Standard 15 Professional Practice Evaluation	The school nurse evaluates one's own and other's nursing practice.	- Related competencies: - Engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength as well as areas in which professional growth would be beneficial. - Uses organizational policies and procedures to guide professional practice, including use of accepted tools in self-evaluation and peer evaluation. - Provides evidence for practice decisions and

		actions as part of the formal and informal evaluation processes.
		• Seeks formal and informal feedback regarding one's own practice from students and families, peers, colleagues, supervisors, and others.
		• Provides peers and other with formal and informal constructive feedback regarding their practice or role performance.
		• Takes action to achieve goals identified during the evaluation process.

Framework for 21st Century School Nursing Practice

The Framework for 21st Century School Nursing Practice reflects current school nursing practice. The framework can provide a structure for school nursing evaluation in conjunction with using the School Nursing: Scope and Standards of Practice (4th ed.). This allows school nurses and school nurse evaluators to gain an understanding of school nursing practice and foster a meaningful evaluation experience. School Nursing Standards can be used to evaluate the clinical practice of school nurses by nurse and non-nurse evaluations. School nurses can also use the Scope and Standards to self-reflect on their nursing practice.

The framework depicts the ways student health is supported through the specialty practice of school nursing and contains overlapping nonhierarchical principles of care coordination, leadership, quality improvement, and community/public health, which are all surrounded by the principle of standards of practice. The framework also includes the important concepts of professionalism, continuous quality improvement and performance appraisal.

The principle of quality improvement describes an ongoing process that builds the critical evidence base to guide school nursing practice. Practice components involve continuous quality improvement, documentation/data collection, evaluation, meaningful health and academic outcomes, performance appraisal, research, and uniform data set (ANA, NASN, 2017).

Evaluation of the School Health Services Program

Although this document is intended to help school districts and schools with the school nurse evaluation process, it is important to also discuss evaluating the impact of the school health services program on student health and educational outcomes and that evaluation of the school health services program demonstrates the quantifiable impact of school health services.

Data and measurement demonstrate how a school health program and school nurses contribute to the academic success of students. Educational and health outcomes can be examined, such as nurse staffing, students with chronic health conditions, health office visits, the number of students receiving special healthcare procedures, the number of student visits to the school nurse for chronic, acute, or periodic conditions, injuries, etc.

The TDOE surveys public and accredited nonpublic schools annually to comply with Tenn. Code Ann. 49-50-1602(a)(4) and to assess the scope of school health services provided to Tennessee school students. Many data outcomes are captured in the annual school health services report and districts are encouraged to examine their data outcomes locally to evaluate the school health services program at a local level. Evaluation of the school health services program can be beneficial to adoption or changes local policy and/or procedure, advocating for nursing staff, sharing monthly outcome reports with non-nurse administrators, etc. Districts may also choose to collect data outcomes above and beyond what is captured on the annual health services survey.

Example Tools and Resources

Various evaluation tools and processes can be used, such as one evaluator, multiple evaluators, and peer reviews. Evaluation tools are not meant to be punitive. The experience of the nurse and scope of practice should be considered, and the developmental stage of the nurse should be taken into account. The goal is to foster a culture of continuous learning, focused on student safety and best practice, and to provide feedback that is continuous, timely and routine.

The following resources can be used and/or adapted by school districts as part of a school nurse evaluation process.

The Framework with Standards[1]

Principle	
Standards of Practice	
Standard 7	The school nurse practices ethically.
Standard 13	The school nurse integrates evidence and research findings into practice.
Care Coordination	
Standard 1	The school nurse collects pertinent data and information relative to the student and community's health or situation.
Standard 2	The school nurse analyzes assessment data to determine actual or potential diagnoses, problems, and issues.
Standard 3	The school nurse identifies expected outcomes for a plan individualized to the student or the situation.
Standard 4	The school nurse develops a plan that prescribes strategies to attain expected measurable outcomes.
Standard 5	The school nurse implements the student-centered identified plan.
Standard 5a	The school nurse coordinates care delivery.
Standard 9	The school nurse communicates effectively in all areas of practice.
Standard 10	The school nurse collaborates with key stakeholders in the conduct of nursing practice.
Leadership	
Standard 11	The school nurse leads within the professional practice setting and the profession.
Standard 12	The school nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.
Standard 16	The school nurse utilizes appropriate resources to plan, provide and sustain evidence-based nursing services that are safe, effective and fiscally responsible.
Standard 18	The school nurse directs the health services program within the school and community that includes evidence-based practice and accountability measures for quality, student health and learning outcomes.
Quality Improvement	

[1] Adapted from, A New Framework for School Nurse Self-Reflection and Evaluation, 2020.

Standard 6 -	The school nurse evaluates progress toward attainment of goals and outcomes.
Standard 14	The school nurse contributes to the quality of nursing practice.
Standard 15	The school nurse evaluates one's own and others' nursing practice.
Community/Public Health	
Standard 5b	The school nurse employs strategies to promote health and a safe environment.
Standard 8	The school nurse practices in a manner that is congruent with cultural diversity and inclusion principles.
Standard 17	The school nurse practices in an environmentally safe and healthy manner.

Example Definitions of Evaluation Criteria Rating Scale[1]

Criteria for each competency group consists of unsatisfactory, emerging, proficient, and exemplary.

Category	Description
Exemplary	The school nurse provides written evidence or example(s) demonstrating practice for every performance indicator within each standard and reaches beyond the school to the broader community.
Proficient	The school nurse provides written evidence or example(s) demonstrating practice for most performance indicators within each standard at the assigned school(s).
Developing	The school nurse does not provide written evidence or example(s) demonstrating practice for most performance indicators within each standard at the assigned school(s).
Unacceptable	The school nurse does not provide written evidence or example(s) demonstrating practice for any performance indicators within each standard at the assigned school(s).

NASN School Nurse Yearly Goals Worksheet[2]

Goal setting demonstrates professionalism in the specialty practice of school nursing and elevates the individual nurse's practice.

Student-Focused Goal	
Trends/data of concern from last year	
SMART Goal (Specific, Measurable, Attainable, Results-oriented, and Time-bound)	
Activities to support goal achievement	**Timeline/dates**
Nurse's Professional Development	
Framework Identification Area (Standards of Care, Care Coordination, Leadership, Quality Improvement, Community/Public Health)	
SMART Goal (Specific, Measurable, Attainable, Results-oriented, and Time-bound)	
Activities to support goal achievement	**Timeline/dates**

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[2] Adapted from the National Association of School Nurses School Nurse Yearly Goals Template, 2018

School Health Record Keeping Desk Audit[3]

District:
School:
Reviewer:
Date:
Purpose of desk audit:
To ensure student health documentation is in place, accessible, and accurate.

District Compliance Item	Evidence	Compliance			Comments
		Yes	**No**	**N/A**	
Health Record form for each student. Select (x) number of records to review from (x) number of schools	(Ex: current electronic health record)				
Accurate nursing documentation of care provided during selected day for each selected school	Documentation should include: • School Name • Date (month/day/year) • Name of student (first/last) • Time (arrival/departure) • Presenting complain • Nursing assessment, intervention, and outcome • Disposition • Parent/guardian contact				

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[3] Adapted from Delaware Department of Education Desk Audit Compliance Audit Checklist

	• Signature/initials • Accident/injury form, if indicated				

Example School Nurse Summative Evaluation Form[4]

The school nurse can rate their practice in each of the standards and document evidence or examples as rationale for the rating. The school nurse should complete the School Nurse Year End Learning Accomplishments section at the beginning of the school year for goal setting at the beginning of the school year and, at the conclusion of the school year, summarize accomplishments related to their work plan.

The school nurse supervisor and non-nurse administrator should review the school nurse's self-evaluation and complete the Overall Evaluation Summary and Rating Earned and Commendations sections and provide comments as appropriate. Summative evaluation and ratings. If placement on a performance improvement plan is recommended, the school nurse supervisor and the non-nurse administrator should complete Areas Noted for Improvement and School Nurse Improvement Goals, with input from the school nurse.

The completed School Nurse Evaluation form should be signed and dated by the school nurse, school nurse administrator/peer reviewer, and non-nurse administrator.

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[4] Adopted from Virginia Department of Education Evaluation Tool for School Nurses

School Nurse Evaluation Form				
Name: **School Year:**				
Position: **School:**				
Rating Scale:				
E = Exemplary P = Proficient D = Developing U = Unacceptable				
Standard 1: Assessment, Diagnosis, and Outcomes Identification	**E**	**P**	**D**	**U**
1. Collects and analyzes data to identify student health needs and nursing diagnoses (e.g., health screening results, health forms, clinic visits) for the school population.				
2. Maintains records and evaluates student health data guided by clinical judgement and current research.				
3. Collaborates with family, faculty, and health care providers, as needed, to validate data.				
4. Identifies culturally appropriate short- and long-term student health outcome goals to address needs and documents outcomes as measurable goals.				
5. Serves as case manager for students with acute or chronic health needs.				
Professional evidence or example(s):				
Standard 2: Planning	**E**	**P**	**D**	**U**
1. Uses evidence-based information to develop student individualized healthcare plans (IHP) to achieve expected outcomes to specific interventions.				
2. Collaborates with school staff to plan strategies to promote appropriate use of school clinic.				
3. Develop plans for emergency care.				
4. Collaborates with school personnel in crisis/disaster planning.				
5. Utilizes an efficient system of documenting care appropriately.				
6. Develops plans for other school personnel to handle health situations when the licensed professional nurse is not available.				
Professional evidence or example(s):				
Standard 3: Implementation	**E**	**P**	**D**	**U**
1. Provides competent, evidence-based nursing care.				
2. Collaborates with staff to implement student IHPs.				
3. Coordinates care with student, family, faculty, and community resources.				
4. Utilizes health promotion, health education, and prevention activities to maintain and improve the health and safety of the school environment.				
5. Conducts/Assists with health screening programs.				
6. Performs effectively in emergency situations.				
7. Provides consultation and communicates appropriate recommendations to students, parent/guardian and faculty regarding health related issues.				
8. Documents interventions and activities.				

Professional evidence or example(s):

Standard 4: Evaluation	E	P	D	U
1. Examines effectiveness of the strategies utilized in student IHPs to determine if outcomes were met.				
2. Revises student's IHP/plan of care, as appropriate.				
3. Examines effectiveness of health promotion, education, and prevention activities with the school population.				
4. Utilizes data collected from student outcomes and school outcomes to promote school health programs that support student learning and healthy development.				
5. Documents results of evaluation by appropriate summary and/or annual reports.				

Professional evidence or example(s):

Standard 5: Professionalism	E	P	D	U
1. Demonstrates professionalism in behaviors, time management, dependability, resource utilization, and ethical practice.				
2. Participates in professional development/continuing education as a lifelong learner.				
3. Communicates effectively with students, faculty, staff, parent/guardian and community.				
4. Provides leadership in the provision of healthcare to meet health and educational goals.				

Professional evidence or example(s):

School Nurse Year End Learning Accomplishments:

Overall Evaluation Summary and Rating Earned

☐ Exemplary
☐ Proficient
☐ Developing
☐ Unacceptable
☐ Recommended for placement on a Performance Improvement Plan (one or more standards are Unacceptable, or two or more standards are Developing).

School Nurse Administrator/Peer Reviewer (Registered Nurse) Comments:

Non-nurse Administrator Comments:

Commendations:

Areas Noted for Improvement:

School Nurse Improvement Goals:

School Nurse's Name	**School Nurse's Signature**	**Date**
		Date

School Nurse Administrator/Peer Reviewer's Name	**School Nurse Administrator/Peer Reviewer's Signature**	
Non-nurse Administrator's Name	**Non-nurse Administrator's Signature**	**Date**

Optional Interim Performance Evaluation		
School Nurse's Name	**School Nurse's Signature**	**Date**
School Nurse Administrator/Peer Reviewer's Name	**School Nurse Administrator/Peer Reviewer's Signature**	**Date**
Non-nurse Administrator's Name	**Non-nurse Administrator's Signature**	**Date**

School Health Office Audit Tool[5]

School			Principal		
Health Office Staff			Date		
Administrative	**Met**	**Not Met**	**N/A**
Health protocols and procedures for management of chronic health conditions and emergency procedures readily available			
School district policy and references readily available			
Medication error reporting policy and procedure readily available			
Medication Administration			
Medication administration policy readily available			
Unlicensed Assistive Personnel (UAP) are delegated tasks according to school district policy and procedures, state and federal laws, and in accordance with the rules and regulations of the Tennessee Board of Nursing			
Training of UAP documented			
Periodic monitoring of UAP, as determined by the supervising nurse documented			
Names of trained UAP are shared with school administrators			
Parent/guardian authorization on file for each medication			
Documentation of medication counts when received (initial and refills)			
Medications stored in original container with original pharmacy label, not expired			
Medications stored in locked medicine cabinet or locked refrigerator (or lock box)			
Over-the-counter/non-prescription medications labeled with student name, not expired			
Individualized medication administration student record in use			
Emergencies			
Student emergency health information readily available to health office staff			
Procedure to report accidents/incidents and injuries in use and readily available			

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[5] Adapted from Kentucky Department of Education's School Health Room Review

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Names/phone numbers of staff certified/trained in first aid/CPR posted in health room and other school locations			
First aid supplies and emergency equipment available, not expired			
Health Office Staff			
Health office is staffed full-time			
Health office Staff RN ☐ LPN ☐ Health Aide ☐			
RN Supervision provided by:	Frequency Onsite:		
Comments/Improvement Plan:			

Additional Example Evaluation Resources

This [tool](#) was developed by The Ohio Association of School Nurses (OASN) and may be used for RNs whose primary employment is as a Registered Nurse in a school setting.

The Nevada Department of Education provides [tools](#) that can be saved and revised as necessary throughout the evaluation cycle. Tools include a school nurse self-assessment tool, self-monitoring tool, goal setting and planning tool, pre/post observation tool, observation evidence review, tool, and summative evaluation tool.

The [School Nurse Competencies Self-Evaluation Tool](#), developed by the Connecticut Department of Education, is encouraged to be completed, reviewed, and updated if there has been a change in the rating of proficiency for one or more of the standards. Additional evaluation resources from the Connecticut Department of Education can be found on the Connecticut Department of Education School Nursing [webpage.](#)

The Wisconsin Department of Public Instruction has several tools and resources available to assist with the school nurse evaluation on their [webpage](#), including, but not limited to, evaluation rubrics, school nurse self-evaluations, and examples of school nurse evidence sources.

The North Carolina State Board of Education approved a School Nurse Evaluation Process that includes a rubric. The evaluation process is written in its entirety as a user's guide that may be found on the North Carolina Department of Education [webpage.](#)

Frequently Asked Questions

1. **Is there a specific job description developed by TDOE for school nurses?**

   No. Job descriptions are the responsibility of the school district. The department's [Guidelines for Healthcare in a School Setting](#), which describes qualifications and school nurse responsibilities, can guide nonpublic schools and school districts in the development of the school nurse's job description. Job descriptions should reflect the duties of the nurse in the school setting and identify the responsibilities of the nurse, including the purpose and requirements of the role.

2. **Is there an available school nurse evaluation tool?**

   Yes. A sample evaluation is included [here](#). It is recommended that the school nurse is evaluated by a nurse supervisor.

3. **How frequently should evaluation be performed?**

   Evaluation frequency is determined by the school district.

4. **What does school nursing evaluation mean?**

   School nurses should evaluate their own clinical practice, clinical assessment and procedural skills, nursing duties in accordance with evidence-based standards of nursing care and within their scope of practice. School nurses must also ensure their practice aligns with the rules and regulations of the Tennessee Board of Nursing.

5. **What role does a school administrator play in school nurse evaluation?**

   Non-nurse school administrators can evaluate school nurses as it relates to non-clinical competencies and standards. School administrators should ensure that the nurse follows state and federal laws and school district policy and procedure. School nurses and school administrators can work collaboratively to identify evaluation items that are not clinically-based.

6. **What is the difference in skill competency and overall nurse competency?**

   Nursing tasks and procedures should be evaluated by another experienced nurse and include a skills check-off/competency form that is completed by the evaluating nurse. Overall nursing competency is a part of continuous quality improvement, and may include self-evaluation, peer evaluation, and evaluation by a school nurse leader. It is recommended that summative evaluation align with the scope and standards of school nursing practice and the Framework for 21st Century School Nursing Practice.

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